DOCUMENT RESUME

ED 106 814 CS 001 865

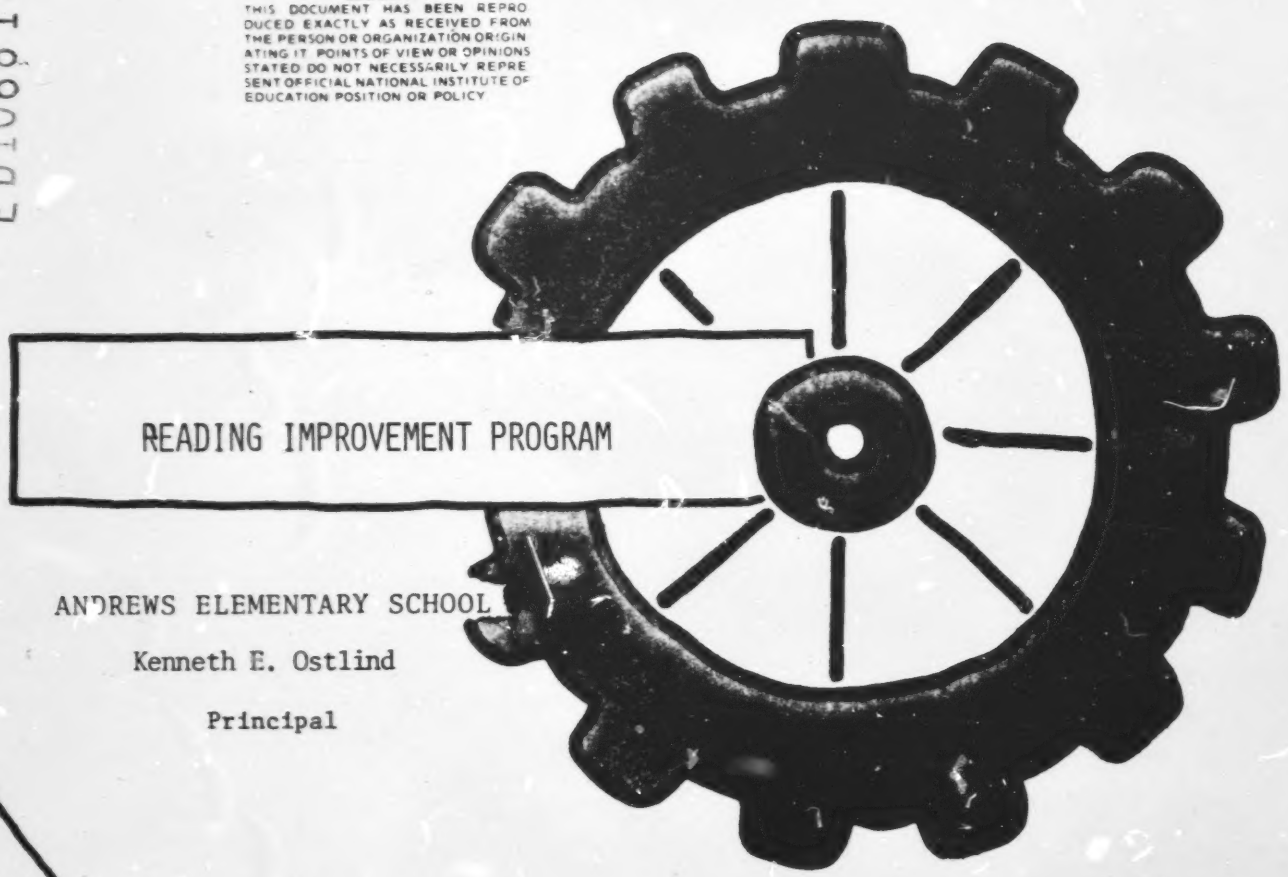
TITLE	Andrews Elementary School Reading Improvement Program.
INSTITUTION	Redondo Beach School District, Calif.
PUB DATE	74
NOTE	14p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Bilingual Students; Developmental Reading; Diagnostic Teaching; Educationally Disadvantaged; *Effective Teaching; Elementary Education; Individualized Reading; *Reading Improvement; *Reading Instruction; *Reading Programs
IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," is used schoolwide for 327 children in kindergarten through grade six, including bilingual and educationally disadvantaged children. Begun in 1966, the program uses a multimedia, multimethod approach to reading instruction that is based on individual diagnosis and prescription. An extensive diagnostic battery is available when needed, but the core of the diagnosis is an individual reading test. On the basis of test results, students are grouped for some reading skills and programed with individualized materials for other skills. Activities include machine-assisted instruction, language-experience activities, and the use of flashcards, games, and other commercial and teacher-prepared materials. Children are encouraged to make personal charts, experience charts, and individual personal storybooks to build self-direction and self-esteem. Teachers try to plan activities in series that will provide success at each step. Those children most in need of special help attend a reading lab with a reading specialist for daily instruction. A teacher and the media specialist supplement the reading program with special audiovisual materials. (TO/AIR)

ED106814

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

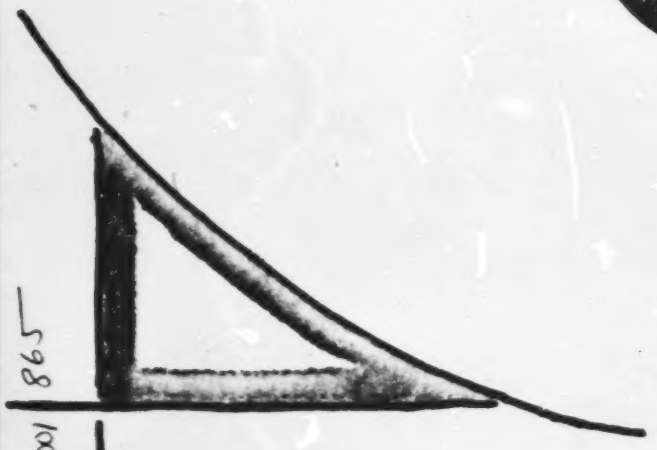


READING IMPROVEMENT PROGRAM

ANDREWS ELEMENTARY SCHOOL

Kenneth E. Ostlind

Principal



CS001 865

Redondo Beach City School District
115 South Francisca Avenue
Redondo Beach, California 90277

CONTENTS

	Foreward	Page i
1.0	Need: Improve reading performance of children	1
2.0	Title I Program	2
3.0	Miller-Unruh Program	4
4.0	Classroom Teachers	5
5.0	Inservice Training	6
6.0	Auxiliary Services	7
7.0	Other Programs Available	7
8.0	Program Evaluation	8
9.0	Concluding Statement	9
	Reading Program Data	10

FOREWARD

Teachers, throughout all the upper grades, have experienced the frustration of assigning some reading for social studies, mathematics, science, etc., and have large numbers of the class fail to do an adequate job of what should be a simple task. These youngsters are what we know as disadvantaged readers because they don't have the skills and experience background necessary to handle the reading task successfully.

Andrews Elementary School had more than its share of disadvantaged readers in 1968. Fortunately this problem was recognized and through the efforts of reading specialists, staff in-service training, special equipment and materials, and other procedures, the disadvantaged children were assisted in developing the skills necessary for success.

This booklet is the story of that program...

1.0 NEED: To improve the reading performance of children at Andrews Elementary School.

1.1 PROBLEM: As a result of the testing program in 1968, it was determined that in excess of 60 percent of the first graders were indicated as being in the lowest quarter of the normal distribution based upon national norms. A similar indication existed for the second and third grades.

1.2 POSSIBLE SOLUTION: Develop a better utilization of the various resources available for reading instruction.

1.3 RESOURCES AVAILABLE:

E.S.E.A. Title I, Reading and Mathematics Assistance Program

Miller-Unruh Reading Assistance Program

Classroom Teachers, both experienced and inexperienced

Classroom Aides, paid and volunteer

Psychologist - 1/5 time

Nurse - 2/5 time

Speech Therapist - 3/10 time

Library - staffed and stocked, on the premises

Library - city library two blocks away

2.0 E.S.E.A. Title I Program - In 1968, the only children who scored consistently high on tests of reading achievement were those who were getting specific help from a Title I specialist reading teacher. The current E.S.E.A. Title I Program started in 1966, in 1974-75 continues to produce significant gains in reading for program participants.

2.1 The specialist teacher through the use of a reading laboratory and working with small groups in the classroom, provide special reading instruction to the children who are referred for help and who meet the criteria for admission to the assistance program. If a youngster is bi-lingual or non-English speaking, he or she is automatically enrolled in the reading program.

2.2 The teacher/librarian has the same basic responsibilities as the specialist teacher but, in a different context. The teacher/librarian is responsible for the library and media program of the school and deals with groups of children who have specific needs such as library research, use of encyclopedias, using the card catalogue and how to use leisure time. This work is done in both the library and the classroom.

2.3 The classroom teacher has the responsibility for the basic reading program. She must provide the kinds of experiences within the classroom that will promote high interest and allow for the variety of individual abilities that are present in the room. She encourages the development of self-directed reading activities. She also has the responsibility to make the initial identification of individual reading needs and referrals for further study and help.

2.4 The aides have many tasks. They work with the specialist teachers assisting individual children to achieve their personal work program goals. The aides also go into the classrooms to give the classroom teachers help in dealing with individual pupils and small groups.

2.4.1 The paid aides have a responsibility for record keeping, some testing, and assistance in planning a pupil's individual work program.

2.4.2 The volunteer aides assist in whatever areas the teachers feel the need for help.

2.5 The Program Objectives for Title I are as follows in reading:

- To improve reading performance...
- To improve classroom performance beyond usual expectations...
- To improve children's verbal functioning...
- To improve children's self-image...
- To change (in a positive direction) the children's attitude toward school and education...

2.6 The evaluation process of the reading program takes many forms. The particular form depends on the needs and to whom the evaluation is presented.

2.6.1 Slide synchronized sound presentations have been utilized to inform the local Boards of Education, parents and local interested groups.

2.6.2 Pictorial presentations have been made by means of photos, charts, graphs and live demonstrations, to illustrate the various aspects of the Andrews School program.

2.6.3 There has been an annual written evaluation which consists of a compilation of the correlating statistics and data gathered from questionnaires given to teachers, aides, parents and pupils; and from testing the children in the program. This is designed for reporting to the California State Department of Education.

3.0 The intent and purpose of the Miller-Unruh Reading Act is the prevention of reading disabilities and/or the correction of reading disabilities, at the earliest possible time in the educational career of the pupil. It is also intended to promote a general classroom reading program of high quality.

3.1 Specialist Reading Teachers were provided through the terms of the program.

3.1.1 In 1968-69 Andrews School had one teacher whose responsibility was to carry out the requirements of the Miller-Unruh law in a workable manner within the framework of the school.

3.1.2 Because Andrews School had so many youngsters in the lowest quarter of the distribution, five additional Specialist Reading Teachers were granted according to the needs assessment in the school year 1969-70.

3.1.3 A cutback in general funding at the State level resulted in a reduction to four teachers in 1970. In 1974-75 four reading specialists make up the staff of Miller-Unruh teachers.

3.2 When the program began at Andrews School, the primary teachers were given the opportunity to have help in the classroom for their reading programs. No teacher was forced to have help. The request had to be made before a Miller-Unruh teacher would go in to a classroom. This was done to assure the classroom teacher that her position was not being threatened. It was agreed that each classroom teacher would do all the planning for her own room with advice and assistance available from the Miller-Unruh Specialist Teacher.

3.3 The main objectives of the Miller-Unruh Reading Program are:

- To give readers an opportunity to apply skills on a consistent basis with emphasis on development of self-directed activities.

- To promote the interest of children in the library and the services available there.

- To allow for the development of oral language and communication skills.

- To provide for the development of listening skills.

- To provide for the development of concept awareness through sensory experiences.

- To give children who are non-English speaking or bi-lingual, an opportunity to use their background language as well as English. Testing for identification of specific needs is administered in the native language by a native-speaking person when possible.

- To devote approximately ten per cent of the Specialist Teacher's time to inservice for classroom teachers.

3.4 Evaluation of the Miller-Unruh Program is done by:

3.4.1 Pre - Post test comparison using the Gilmore Oral Reading Test.

3.4.2 State mandated testing program results.

3.4.3 Anecdotal records.

4.0 Classroom teachers are (or should be) the mainstay of any reading program. It is possible for teachers to be working hard, planning extensively, working with groups and going through all the processes without making much of a change in the overall group achievement in reading. Therefore, it was necessary to examine all of the available factors and determine which combination of these would probably be most effective with the children. Classroom teachers currently make a significant contribution to reading achievement of pupils.

4.1 Each teacher brings a different background of training and experience to the school. Instead of supplanting a program or procedure, other resources were used in an attempt to enhance it. This has proved beneficial in the area of ego-building, which is needed for and appreciated by, everyone.

4.2 The language-experience approach emphasizing reading for self-directed purposes is employed. Personal charts, experience charts, and individual personal story books become a part of each child's experiences. Linguistic and phonetic approaches are also used in many combinations.

4.3 An extended-day schedule was instituted in the primary grades to give an extra hour of small group instruction availability and Miller-Unruh teacher time.

4.4 A program of non-graded, multi-grade, primary education, is provided for 5 year old to 8 year old children on a limited basis. The amount of participation will be increased as future funding allows.

4.5 The evaluation of the classroom process has been done chiefly by state mandated testing and through observation by the teachers and principal.

5.0 For an inservice program to be effective, it should reach everyone involved. Approximately 10 percent of the reading specialist teachers' time is devoted to getting and giving inservice training at Andrews School.

5.1 Inservice for specialist teachers is mainly conducted at the district level and through attendance at various appropriate conferences.

5.2 Classroom teachers' inservice is provided by the specialist reading teachers, expert consultants, the principal and various community resource people.

5.3 The aides' inservice is conducted at both district and school levels.

5.3.1 Paid aides are involved in many workshops and consultant presentations.

5.3.2 Volunteer aides are inservi.ed through the classroom teachers, specialist teachers and principal.

6.0 The auxiliary services available are an important adjunct to the reading program at Andrews School.

6.1 A psychologist provides an invaluable asset by testing, observing, counseling with children and teachers, and helping to inservice the staff. Learning prescriptions for educationally needy youngsters are helpful to the classroom and specialist teachers.

6.2 The speech therapist works with children directly to overcome speech defects that interfere with teh normal communication process. The classroom teachers are taught how to recognize minor difficulties and utilize certain exercises to help maintain good speech patterns.

6.3 The librarian assists teachers by developing bibliographies, selecting appropriate age level material, acting as a general resource and assisting in the use of instructional media.

6.4 The nurse is instrumental in the basic screening for visual and auditory acuity. Treatment of problems discovered by this screening has resulted in many improved readers.

7.0 In addition to all of the previously stated availabilities, there are some other resources that are utilized directly or indirectly at Andrews School.

7.1 A special program for aiding the educationally handicapped youngster is available at Andrews School. Children in general need special conditions, can be placed in a contained class where they have a specially trained teacher and aide in a group of 12 children.

The E.H. teacher also acts as a resource person for the staff.

7.2 There are a limited number of places available for educable mentally retarded children. Generally though, special help is provided in regular classes where possible.

7.3 Emotionally or socially disturbed children are referred to outside agencies equipped to deal with them. A locally sponsored mental health clinic, a county clinic, the U.C.L.A. clinic and other sources, are all available depending on the severity of the problem.

7.4 During past years some additional monies were made available to develop innovative programs for research into different and exciting ways to do some of the same old things. This money allowed the purchase of cassette recorders, cassettes, filmstrips, records, and special books and games for the use of classroom teachers and children. Also purchased were movie and still cameras, film, lighting equipment and a functioning darkroom, to provide children with still another avenue of self-expression.

8.0 The whole reading program at Andrews School, is in a continuous state of evaluation and modification.

8.1 The California state mandated testing program has been the starting point for discussion at many of our teacher meetings. These discussions have provided suggested program improvement changes, many of which have been incorporated into the school process.

8.2 Individual tests, oral and written, have helped diagnose areas of need.

8.3 Staff meetings, many times, are spent in discussing possible solutions to problems of individuals or groups of teachers.

8.4 The specialist teachers meet almost daily to compare notes. Most meetings are teacher-to-teacher but, occasionally, the principal is also involved.

8.5 Parent forums and opinion polls have elicited information from the community. The better the reading program has become, the more people want to respond and give their impressions and suggestions.

9.0 As a concluding statement - - -

The success of the reading program at Andrews School can be attributed to three distinct factors:

* Each child is considered as a very special entity and must be helped to realize his own personal worth...he must like himself!

* The techniques and availabilities provided by the Title I and Miller-Unruh programs are immeasurable.

* Each adult working in the program must be enthusiastic about teaching and LOVE children.

READING PROGRAM DATA

County - Los Angeles

District - Redondo Beach City School District

School - Andrews Elementary — Telephone - (213) 379-5449, Ext. 247

Grade Levels - K-6 Suburban District — Enrollment - (June 1974) - 522

Ethnic Balance Percentage:

Black	.96	Oriental	.76
Indian	1.5	Puertan Rican	-0-
Mexican	14.9	White	81.8
Other	-0-		

Transciency for School Year 1973-74. Number of pupils IN - 142 Number of pupils OUT - 9

Percent of pupils scoring below Q_1 on the State Reading Test:

	1969	1970	1971	1972	1973	1974
Grade 1	40.95	37.50	20.54	20.27	13.15	N/A
Grade 2	50.30	36.12	22.60	22.80	12.72	N/A
Grade 3	51.50	41.16	34.60	24.70	11.46	N/A
Grade 6	60.0	59.01	58.80	57.89	37.50	29.35

N/A - Not Available

Cost per pupil - Approximately $500. per pupil over and above the regular district cost.